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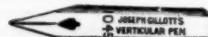


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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

Non-Scientific Teaching.

It is probable that nine-tenths of all the teaching done is non-scientific. The school dame who sat in her chair and called each child up in turn and pointed to the letters of the alphabet successively with the blade of a knife, and demanded the name was a fair type of the unscientific teacher in her day—and her day is by no means over. Dr. Gregory used to tell of a teacher who would point to the first letter and ask, "What's that 'A'?" And so of the rest. The reason Ichabod Crane made Washington Irving smile was because he was so unscientific that he became ridiculous; it was not because he taught in a poor log school-house.

Let us put a bicycle into the hands of a man of scientific tendencies and observe the way he regards it. He looks at it as a piece of mechanism fitted for a certain purpose; it must be light and so the framework is of hollow tubes; it must pass over inequalities without shaking or jarring the rider and so it has an elastic footing and so of its other features. Its fitness for the great end of rapid and easy movement will be comprehended by a person of philosophic mind, and he will ride it in the spirit of this comprehension. He comprehends that it needs lubrication, protection from oxidation, and, in general, a treatment and usage anticipated by its maker.

Children are far more wonderfully made than bicycles; they are planned for lives of happiness, usefulness, and possibly of grandeur even here. At all events they are far more obedient to the laws of the Creator than adults; this is the testimony of Jesus. There are plenty of reasons why adults underestimate, children or have done so; they need not be here stated. Not only in their homes but in the school-rooms this underestimation has gone on, and is going on.

Mr. Page speaks of certain teachers who look at their pupils as jugs to be filled. "Have you got your tables? Have you studied your spelling lesson over ten times? Have you learned what is justification? Can you say the 'sixes'? Have done your sums? Can you say the chief towns, rivers, and products of Ohio? Can you give the data of the entrance of the Goths into Rome? Well, then, you may go out a little while."

Froebel is the nearest to us of the educational masters; he died in the present half of this century. He became a master by looking at children philosophically. He observed the fact that children played and said, Why? Nor did he stop until he got a satisfactory an-

swer, and being a practical man (far beyond those who claim they are practical because they don't think at all and only set lessons and hear them) he sought to find ways of utilizing play; of getting more out of it than the child did.

The philosopher sees the child rub the glass and get a spark of electricity; he ponders on the matter and finds there is power in it. It was so in the case of Froebel. He set himself to study children; the feature of play caught his attention; he followed that up and the kindergarten is the result. Thousands now are using the kindergarten mechanically without understanding why Froebel selected certain plays and songs; of course the results they get are partial and unsatisfactory.

Froebel was the pupil of Pestalozzi; it is not at all likely that he would have made his discoveries if he had not been under the influence of the great Swiss teacher; there was enough fire in Pestalozzi to light all the torches that were brought to him; in fact, the wonderful thing about Pestalozzi is not that he discovered so much, but that he set so many on the track of discovery. The great thing in this man was that he studied the child.

The fault in all schools—a few only excepted—is that the teacher does not philosophize or proceed scientifically. He will say in reply, "I must teach them to read, spell, and compute, and have no time to philosophize," or he may say, "If I should philosophize I could produce no better results; it is a practical business I am in; I have to teach them to read, write, and compute." But the philosophizing of Pestalozzi brought crowds to his school to see his *results*; and, in fact, the man was a very poor philosopher; the same may be said of Froebel.

But the philosophy they mingled with their work gave them a standing among the great ones of the present century; they philosophized and worked in accordance with that philosophy. And it is this that will render any teacher great; and it is only this that will elevate teaching from the low estimate in which it is held at the present time. It is this that is wanted in every school-room to-day. Thousands of pertinent questions daily and hourly arise and ask for a solution at the hands of the teacher, and he must answer them or *be a mechanic*.

Consider again whether Froebel and Pestalozzi had interested pupils or not, for it is the common idea that the philosophic teacher cannot arouse earnestness in his school-room. Is it not a fact that it was the spirit of earnestness in their pupils that attracted attention to them? It is. And it may be stated as a fact, too, that the really successful teachers philosophize; they are not always able to state the results of their investigations. Again, only the philosophic teacher can really succeed; many are wrongly supposed to be successful; they themselves are most deluded of all; for philosophy is a perception of eternal wisdom.

A Better Understanding.

About twenty years ago the beginning of the revival which has caused such remarkable changes in educational methods was apparent. It is said that in old Noah's day some antediluvian refused to get into the ark, on the ground that the storm which the patriarch took seriously would prove to be only one of the showers that might periodically be expected. In 1875 a good many laughed at predictions that an educational revolution was at hand. But too many, all over the country, saw that the pupils were getting little good from the school as it was and the parents in enlightened communities were disgusted, yet knew no way out. The Quincy experiment showed how rational methods could be employed in the school-room. The publication of these in *THE JOURNAL* began a movement that has not yet reached its maximum.

One of the effects of this movement was the introduction of more subjects of study than the three R's. It is true this had been attempted before, but it was a *book* study of them; now it was a *real* study of them that was essayed. In addition to reading, spelling, and number the child in the primary school was to have nature study, physiology, gymnastics, music, manual training, drawing, and colors. This was essential, for the ground idea of the New Education is that the whole child must be addressed.

Of course the new program was bitterly attacked by a large class of the old school teachers—but not by all. They called these things “fads”; they declared that the time of the pupil was being wasted; that he would never learn to spell. They reasoned in this way. We do not succeed in teaching him to spell now, much less will they succeed where only half as much time is given to spelling. Besides this class a good many newspapers undertook to explain that a few things, and thoroughness was the motto to be hung up in the school room.

The great difficulty in the way has been that teachers who could teach in accordance with the new ideas did not exist; there were those who undertook to do this in good faith, but who failed. Jesus declared to Nicodemus that one must be born again to comprehend the religious movement He had inaugurated; it is so of the teacher who would lead his pupils in accordance with the new gospel of education. Men go around the country putting on a patent “attachment” on a wheezy old cabinet organ and warrant it to give forth heavenly music; and there have been, and are plenty of persons claiming to teach as the New Education “demands,” but they have not been born again; they have only put an attachment on their old conceptions.

As might be expected the results have been disappointing in many cases, but the people demanded a movement and they have been patient. The normal schools had to get their faculties made over; the institute conductors were mainly of the old sort; superintendents stood waiting, in doubt, most of them. Advance has been made all along the line. It is now seen that the new subjects brought into the school-room will demand more spelling and writing, and if the teacher is skilful the pupil will be more interested, obtain more information, and be a better speller and reader than he ever could be under the old dispensation. The statement so boldly and repeatedly made ten years ago that the results of the schools a half century back were far superior to present results are not made now; if made they are laughed at.

A better understanding of what is the mission of the school has been arrived at by the teachers; the parents had been satisfied long ago that much more could be done. A better understanding too of what a skilful teacher can do has been arrived at. And all of this is important, but a beginning only has been made. It must be candidly confessed that we only know in part what should be done in the schools; we shall only know more by studying the child—something that those wonderful personages, the teachers of fifty years ago, never troubled their heads about.

But one great truth is gradually becoming apparent,

and that is, that the teacher, whether in the primary or advanced school, must be a person of much culture, having considerable knowledge of a large range of subjects and having a theoretical and practical knowledge concerning human development during the years of boyhood and girlhood. It will not do to pick up young men and women from farms and shops and set them to teaching as was done in the days of old; the wonderful results claimed to be obtained are somehow obtainable no longer by that class. The era of professional teaching is rapidly hastening along, if it is not that it is the era where men and women of far higher character and qualifications are to be permitted to teach. A better understanding is being acquired of what can be rightly expected of a child after being associated for several years with an adult of supposed knowledge of his needs, and with power to interest and mold; it is now widely believed that an acquirement of the three R's is by no means enough.

A Plea for the Study of Words.

By F. HORACE TEALL.

The subject “English in American Universities” has recently been discussed in the press, one series of papers culminating in the publication of a book containing statements of various university courses and of their aims. Naturally, most of our university professors express unwillingness, to say the least, to undertake primary teaching. Professor March, in writing about Lafayette college, says: “It is thought to be somewhat of a specialty in the Lafayette teaching of the English that the professors in all the departments take part in it. The theory is that the main cause of mistakes in speaking and writing English is ignorance of the meaning of words. Our grammar is simple, but we catch up our words without thought, and utter them again in the same way. On the athletic field we do not know *walking* from *running*, nor at the banquet *pie* from *pudding*. When we undertake to talk about any scientific subject the expert detects us instantly; we call whales fishes, mix up *sewage* and *sewerage*, and use *force*, *energy*, and *power* as if they were all the same.”

Professor Adams Sherman Hill, in his book entitled “Our English,” says: “Every year Harvard sends out men—some of them high scholars—whose manuscripts would disgrace a boy of twelve; and yet the college can hardly be blamed, for she cannot be expected to conduct an infant school for adults.” Professor Hill's book mentions a number of faulty teachings common in the schools, similar to those against which this writing is specially directed, one of which may be cited here. “Another article of the schoolmaster creed,” it says, “holds that a sentence should never end with a preposition, as if the most idiomatic writers, the writers easiest and most agreeable to read, did not abound in such sentences.”

Few of the university courses include such teaching as that indicated by Professor March, most of them emphasizing the study of literature rather than language, and so calling for thorough linguistic preparation in the schools. In most instances the distinctions between words emphasized as prominent in the study at Lafayette are indispensable as introductory to the higher pursuit of literary spirit. In fact, no pupil should be graduated from any high school without knowing practically all differences of common word-meanings such as that between *sewage* and *sewerage*. Expert knowledge is necessary to separate whales and fishes, but *force*, *energy*, and *power* are essentially so distinct, even in correct common use, that the average pupil in the higher classes of our secondary schools should never confuse them. One forcible evidence of weakness in such schools has been adduced in this writing. As a matter of direct personal evidence it may be said that the writer has seen specimens of composition by Harvard graduates of high scientific standing that were simply outrageous, and could never have emanated

from their actual makers if the early teachers of their writers had been competent. Such scholarship as that evinced scientifically could at least rarely be attained by men unable to learn better how to use words.

It should be impossible for an educated person to "catch up words without thought, and use them again in the same way." Yet this is just what many of them do, and it will be done by the majority if our common schools cannot overcome the tendency toward it, for the habit is formed before the college age is reached. Unfortunately Professor March's remark is true, not only as to students, but also of many teachers; and this arises, probably, in the fact that earlier teachers have not been adequately trained in processes of thought. This saying is a severe one, but it is susceptible of strong support, of which a few instances may not be amiss; but it may be better first to propose the only remedy that seems possible.

Every teacher, from the lowest primary grade to the senior high-school class, should insist upon the use of good English in the class-room; and of course this means that each one should teach it. No doubt our teachers are all trying to do just this; but they have not been accomplishing so much as is necessary. The one possible remedy seems to lie in a closer study on the part of the teachers themselves, and a very important phase of their study should be preparation to nullify the effect of careless and pedantic books. It may be that some really worthless books do more harm than anything else, especially as many have been written by people of considerable reputation. For instance, it was a well known scholar who introduced the pedantic, unreasonable, and erroneous "some one's else," and purists have taken it up and carried it along, till it is in general use among those not strong enough in common sense to reject it.

Undoubtedly, that teacher will be best fitted who does not accept anything questionable merely because even the most noted writer says it is so, and who is able to decide independently when authorities disagree. Methods must be left to the educators themselves, but better teaching of language must be given to our young people before they reach the portals of the higher education.

It seems quite pertinent to enforce the need of effort by examples from the work of a writer who appends "M. A., LL. B." to his name. His little book, "Slips of Tongue and Pen," was sold in large numbers a few years ago, and must have had a bad effect upon its students. Some of its pedantic prescriptions are as follows:

"Do not speak of a wider [or more extended] point of view [or standpoint], as a point cannot be anything but a point. Point of view is preferable to standpoint, as the latter expression is logically absurd: one cannot stand on a point. If standpoint is used, do not say, 'He approached from the standpoint,' as approach denotes motion, standpoint rest." It is too late to make objection to the word standpoint. The word is not simply a compound of stand and point, but is a translation of the the German word *standpunkt*. It has been objected to by other purists, but is too useful to throw out because one cannot stand on a point, or for any other reason. The fact that approach denotes motion and standpoint rest is an argument in favor of the word, not against it. Properly used, point of view and standpoint are not synonymous (for which you'll overhaul your Little Warbler, the dictionary, Cap'n Cuttle), and neither one can be accurately displaced by any other term. Our teachers should carefully avoid such traps.

"Supposititious means spurious; and there is no necessity for using it at all." But it does not always mean simply spurious, and there is necessity for using it. Our naturalists make supposititious genera, that never figure as real unless they are afterward proved to be so, and they certainly are not spurious, but rather hypothetical or factitious. The word objected to always shows its fitness if accurately used, though it is comparatively little used.

"Speak of a happy couple [a man and wife] or of a

couple of handcuffs, but not of a couple of dollars." While it is true that a "couple of dollars" is not good, it is not true that "a couple of handcuffs" is good. The right expression is "a pair of handcuffs."

"Do not say, 'I presume that is correct.'" But if I take that as settled before or in advance of full knowledge, I do presume it, and why not say so?

Our author has a list of preferences, such as "Prefer to believe to think," with no provision for differences of meaning. Others in the list are "coffin to casket," "church to sanctuary," "forbid to prohibit," "house to residence," "land to real estate," "oneself to one's self," "oversee to supervise," "railway to railroad," "unexpressed to understood," "station to depot," "various, or diverse, to different." These are only a few of the preferences subject to the criticism that none of the words preferred is always preferable, because the words have their own distinct meanings. Thus, we cannot always properly prefer "believe" to "think," or "church" to "sanctuary," etc.

Every page in the book criticised contains something that is erroneous, or at least misleading. It should be impossible for any one to obtain a collegiate degree without better knowledge than this evinces of the way to communicate knowledge. Nay, more, it should be impossible for one not better educated in the use of his own language to enter college.

Shall not our children be better taught? The task of improvement, so far as the schools are concerned, rests with individual teachers, mainly; but, as a means of enabling them to accomplish it, we may suggest that etymology should be made much more prominent in the common school course than it now is. It may be objected that it is not well to make real additions to the common school studies, and the objection seems reasonable. Might we not, then, cut down somewhere to admit the new study?

Bloomfield, N. J.

The Teacher's Constituency.

By W. HARPER.

A school may be organized as an absolute despotism, or as a community in which the rights, interests, and wishes of the pupils have the fullest consideration, or as an indefinite mixture of the two. Nearly all schools have the latter organization. There is a tendency toward the despotic organization, but various restraining circumstances, among them the teacher's own kindness and consideration for pupils, prevent the tendency from being fully developed. Measured by the common standards of success, any of the three organizations may produce excellent results. The despotism may illustrate the perfection of justice, considerateness, and kindness, though the probability is not that it will do so. It must be admitted that there is a tendency toward tyranny in the despotic organization, but its fault lies not so much in the harm it does as in the good it fails to do.

The essence of the more democratic organization is the recognition of the school as a constituency, to be controlled not altogether by the teacher's will, but (unconsciously) receiving and exercising some responsibility. It implies greater confidence in the pupil, fuller recognition of his rights, greater importance attached to his individuality, greater liberty accorded him, and greater responsibility demanded of him, closely paralleling democratic principles in that larger world of which the school is a miniature, principles which are themselves based on eternal right. It regards him, not so much as the little, ignorant, and weak being that he appears to be and is, as "the father of the man," not only of the next generation but of all that are to come, the future citizen, the bearer of responsibility, the maker of history, the molder of destiny down to the end of time. Its special feature is that it accords him the right to have his individuality, his point of view, and, in a reasonable degree, his tastes and wishes considered in determining what shall be required of him in his ed-

ucation. The school thus becomes the teacher's constituency in a degree increasing as the higher grades are reached, and though this relation is never complete, as it would be or might be among adults, there being always some necessity for his authority and direction and therefore some space left for it, yet the relation may be a very real one and a very important factor in school management. The pupil's individuality, general as well as special, has been too little considered. We have sometimes almost forgotten that he was a child at all. Nearly all text-books, for example, are much better adapted to adult minds than to those of children—convenient summaries for those who have mastered the subject, but very unsatisfactory manuals for the learner.

This organization implies an equally strict and more comprehensive control than the despotic, taking into account motive and intent as well as act. It aims to have the will as well as the action accord with right, to develop voluntary instead of compulsory effort, to call into action and develop the good that is in pupils rather than mechanically to add what is not there and expect it to become a living part of the character. It recognizes the mighty influence of environment, probably greater than that of heredity, and seeks to make the environment contribute steadily to moral, intellectual, and social (in the broadest and best sense) uplifting.

Not to give the pupil such responsibility as he is able to meet is to deprive the school of an extremely valuable co-operation and source of strength in the interest, pride, and loyal devotion of pupils who feel that they are a part of the school, identified with its interests, and sharing in its success and honor. Treated as a partner in the institution he becomes a very real and valuable one. Such a school can command whatever it wishes in the community, if not immediately, at least when a reasonable number of its graduates have attained to citizenship.

But the most valuable results of this treatment are in its effects on the pupil himself. It alone furnishes him the conditions for right action.* The arbitrary treatment furnishes him only the opportunity for obedience or disobedience to authority, and the authority may be sometimes tyrannical and unjust. But when responsibility is put upon him in the gradually increasing degree in which he is able to bear it, he acquires in the exercise of it a valuable preparation for future duties. He learns to be considerate, to exercise judgment, to feel responsibility, learns that he is a member of a community whose welfare, honor, tastes, and wishes must be regarded; he acquires self-respect and self-control. He is thus in training for honorable and useful citizenship. Under arbitrary control he not only loses this, but regarding every offense as an offense against the teacher only, tends to become an Ishmaelite, unconscious of responsibility, and having everything yet to learn as to duties to society; he may even receive a positive impulse toward an inconsiderate selfishness which in full sway would destroy society, reducing it to its original elements, but which an advancing civilization is slowly leavening with a better and wiser sentiment. The school is working with civilization or against it according to the principles by which its life as a community is governed.

The democratic organization, treating the pupil always with fullest respect, consideration, and confidence, powerfully develops in him the good qualities and principles which it gives him credit for, and this mighty leverage is almost the only chance for salvation of many a boy, and girl also. It is also only kind and considerate treatment that can be always just, and it is the pupils that are on the "ragged edge" as to conduct that are peculiarly sensitive to injustice and most injured by it.

Not to give the pupil such responsibility as he is able to meet is to deprive him of opportunities of development to which he has the clearest right. He can only be developed by growth from within in the proper ex-

ercise of his faculties. The despotic administration undertakes the impossible task of developing him by building on from without. Arbitrary control, which takes away liberty, takes away responsibility with it, without which the child cannot be worthily educated. This responsibility is transferred from the pupil to the teacher, imposing on him a burden that even the strongest is utterly unable to meet. The democratic organization, placing a due responsibility on the pupil, removes undue responsibility from the teacher.

The liberty accorded the pupil does not imply any lessening of the teacher's authority but the contrary.

To thus recognize the school as his constituency, of which he is the leader rather than the master and where co-operation and support gradually take the place of obedience as the higher grades are reached and arbitrary authority is scarcely known, will place the teacher's authority on sure foundations, increase his influence, inspire confidence on the part of patrons, and eliminate numerous sources of worry and vexation. The position of a leader carries with it an honor and a strength incomparably beyond what arbitrary control can attain. Treated in the manner indicated the school will be the teacher's devoted and admiring constituency, and his authority instead of being bounded by rules and technicalities will be co-extensive with his wishes. This admiring regard of his constituency is the principal source of the teacher's reputation and is worthy of the best efforts of the most gifted among us to command.

Americus, Ga.



Pestalozzi's Great Aim.

The great aim of all Pestalozzi's labors is the *promotion of the welfare of mankind*. He expects of political and sociological reforms an advancement of the interests of mankind in general, but to education he looks for the securing of the welfare of each individual. According to his view, the particular problem of education is to develop the purely human in man. He follows in this the dominant theories of the *Aufklärungszeit* ("Era of Illumination," as Carlyle calls it). Education is meant for man and man only; "to teach him to be man—that means to educate him, and this is the greatest blessing man can grant to man." Thus a prominent representative of the German "Storm and Stress" period had written in 1770; and this expresses also Pestalozzi's conception of the general aim of education, which he calls "humanity." For years he lived among beggars in order to learn how "to make beggars live like men." But what is meant by humanity? It involves above all the concept of power; only through the unfolding of the original powers of the human soul can education hope to develop humanity in the pupil; and instruction from this point of view, is to produce nothing else but "developed skill and accurate concepts." Nor are skill and knowledge to be ends in themselves, but they are to be cultivated for the sake of the development of power derived from their methodical acquisition. The powers themselves are designated as powers of cognition, of ability (skill), and of willing; intellectual power, art power, heart power. The chief characteristics of humanity, accordingly, are intellectual, technical (including physical), and moral-religious culture. These three powers, however, are not to remain isolated forces representing an aggregate of endeavors, but are to be in a higher unity whose character is to be determined combined chiefly by the religious and moral elements. Hence Pestalozzi's idea of "harmonious equilibrium of powers" must be understood to mean always that in the unfolding of the powers a leading role is accorded to heart culture. Insight, strength, and will for the good, united in equal measure and harmoniously represented and completed in action and conduct—that is Pestalozzi's idea of humanity. Thus it stands for moral religious disposition and fitness united in the personality. Its foundation principles are the two ideas of moral freedom and perfection of the powers.—*Dr. Wilhelm Rein* in the *May Forum*.

* "The fundamental reason why children do not act right is because they do not have the conditions for right action."—Parker's *Talks on Pedagogics*, p. 372.

New Light on the Brain.

By S. MILLINGTON MILLER.

(CONTINUED.)

HYPNOTISM.

This is artificial inhibition of all the sense centers except that of hearing, produced by the mechanical methods described on page 19. In this way, employing the auditory nerves as a channel of communication with the higher centers in the brain of the hypnotized subject, the operator sends impulses of his will along the fibers of the auditory nerve through the contents of the centers of hearing, and through the fibers which connect them with the higher intellectual centers. The rational deductions of his mind act directly, therefore, upon these higher intellectual centers in the hypnotized subject, and rouse them into pronounced and distinctive action. The analysis of this method of procedure indicates emphatically that the hair cells in the cochlea, upon which wash the sounds of the hypnotizer's voice, are directly connected with every other part of the brain. It is also clear that the centers of hearing or their nuclei and nucleoli are performing no independent processes of their own. In other words, that the hypnotizer has the exclusive use of uninterrupted pathways to the thought-centers of the brain, and that his voice, or rather the impulses to which it gives rise, are carried right past otherwise active and potential centers without any interference on their part.

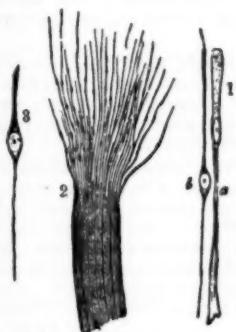


FIG. 10.—End-organs concerned in smell (after Kölliker). 1, from frog—*a*, epithelial cell of the olfactory area; *b*, olfactory cell. 2, small branch of olfactory nerve of frog, breaking up into a brush of various fibers. 3, olfactory cell of sheep.

lea and the organ of the Corti in the inner ear with its 4,000 arches; the taste buds on the tongue; the hair cells on the mucous membrane of the nose; the corpuscles of Pacini on the tactile surfaces of the inner hand (which are said by Meissner to crepitate and give forth a different sound in every age of each person)—are arranged in exact semblance of the keys of a piano or of

minute physiology, or what is known as histology, shows that all the end organs of sense—the 30,000,000 rods and cones of the retina; the hair cells of the cochlea; the organ of the Corti in the inner ear with its 4,000 arches; the taste buds on the tongue; the hair cells on the mucous membrane of the nose; the corpuscles of Pacini on the tactile surfaces of the inner hand (which are said by Meissner to crepitate and give forth a different sound in every age of each person)—are arranged in exact semblance of the keys of a piano or of

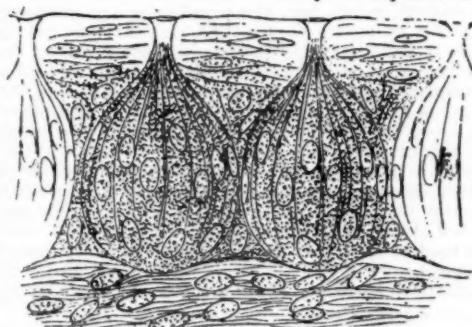


FIG. 11.—Taste-buds from tongue of rabbit (after Engelmann). the pipe-rows of a great organ, showing that nature intended the function of those end organs to be the reception and elaboration of sense harmonies, and not the transportation of monotony. (See Figs. 2, 10, 11, 12, 13.)

The drum of the human ear fails to respond to waves of more than 35,000 vibrations to the second. The fewer the vibrations, the deeper the sound; the more, the louder. From the drum these vibrations flow through that tiny, silent sea, the endolymph of the cochlea, and wash to and fro the hair cells, which hang like seaweeds from the arches of the organ of Corti, and whose bases are continuous with the fibers of the auditory nerves. Through these hair cells the waves of sound play upon the arches of this organ of Corti (which increase regularly in length and decrease in height from side to side) like the fingers of a performer upon piano keys.

Letters.

"The Ruin of Acadia."

HISTORIC FACTS AND THE POET'S VIEW.

The article entitled "The Ruin of Acadia" printed in the issue of April 25 is of such a character that I cannot let it go without a protest. It is just near enough to the truth to be dangerous. The story of Acadia has been repeated so many times according to the version therein set forth that it is accepted by all, except those who make United States history reading a specialty. This story is poetical, but fortunately for England's good name it is not historical. At its best the story is one of which England may well be ashamed, for it is one of the "saddest episodes" in modern history.

These people were not the simple, peace-loving farmers that Longfellow represents, but a quarrelsome, ignorant folk, completely under the control of the French priests, who acted as political agents for France. "Even in periods when France and England were at peace, the French Acadians were a source of perpetual danger to the English colonists." By the treaty of transfer those who wished to remain in the peninsula were to be allowed full freedom to worship according to the rite of the church of Rome, but those who wished to remove might do so. At the end of a year those that remained were to take the oath of allegiance to King George. This was in 1713. Few did either until 1730, at which time they took oath recognizing the English king ruler of Acadia, and promising to obey him. In the meantime they gave the English authorities much trouble.

The French never forgot that they had once owned Acadia and kept up through their agents many annoyances, and threatened the little province by establishing military posts as near the frontier as they could.

Up to this time,—the French and Indian war,—the Acadians had been well used; the English government had been forebearing and kind. The government had supplied these people with necessities of life, had furnished them with means on public credit, had not interfered in their local disputes, had often left their crimes unpunished, had allowed them to take land unlawfully, and had not resented their insolence when they refused to pay their lawful rents. Acadia was one of the strategic points in this war. France tried to stir up her old subjects; and, to secure them in their allegiance, the English governor wished that they should renew their oath. This they refused to do. In the time between King George's war and the French war, the Acadians, aided by the French and the Indians, carried on a covert border war against the English. English officers were murdered under the flag of truce by Indians, whom the French officers in their indignation openly accused of being incited to the act by Acadian priests.

When in 1755, after the war had commenced, the English attacked the French forts guarding the boundary line of what is now New Brunswick, the Acadians gave the alarm and 300 of them served in the garrison to defend the works. Outside the fort the Acadians aided by the Indians annoyed the British troops by a steady fire from the woods. The Acadians still refusing to take the oath of allegiance, it was determined to remove them from the province that France might be deprived of their aid.

It is doubtful if such an act can be justified. It was a cruel thing, and still more cruelly carried out; yet it was not the cold-blooded thing usually pictured.

It is not the first case of the poet spreading and fixing error. Another great example may be found in the ideas of the world's shape that were perpetuated by Virgil, Ovid, and other poets of antiquity. The philosophers taught that the world was *round* and nearly all of any note believed it so to be, but the poets told another story; and the European world had to grow very slowly to Columbus.

ELMER L. CURTISS.

Dr. Rice on "The Recitation."

Dr. J. M. Rice some time ago gave a talk to our teachers on the subject, "The Recitation." Its principal points were :

1. To point out what is really scientific teaching.
2. That the German idea is that the method of conducting the recitation must be in accordance with the science of education.
3. That only in Germany were thoroughly scientific schools found.
4. The American schools make children happy ; in this respect no others equal them.
5. Gave an example of a parrot-like recitation as an illustration of the average American school work.
6. Explained that the American recitation began with the definition and closed with the explanation, or development of the subject, while in the German schools the work begins with the development and ends with the definition.
7. That the American method is unscientific, the German, scientific.
8. That memoriter recitations, the old Gradgrind machine work, appeals to memory, losing sight of the fact that children *think*. Its aim is not to develop intelligence. It is a waste of time, as it fails to develop the mind ; a waste of time, as it is soon forgotten.
9. He gave an instance noted where the teacher required a description of the course of the Mississippi river. No one could "start" it. The teacher gave a hint. One pupil "started" it ; then it was repeated, and a few more took it up, in concert. After repeating about eleven times, nearly all could repeat the formula, and get the Mississippi river from its source to the gulf.
10. Text-books in the German schools are made by the pupils. Each book the pupil's own work. This work consists not in notes, but in the definitions and principles of a subject, after they have been developed in the class exercise, by the teacher.
11. The development method consists in the teacher's giving questions and giving the pupils a chance to think before answering. It is not difficult to ask sensible questions, but in our schools much time is wasted asking questions pupils cannot answer ; also in the teacher's running off the track, away from the subject.
12. He gave illustrations of useless discussions between teacher and pupils, where no decision was reached, no point made, a lesson which left no impression.
13. The German teacher takes a straight aim at the objective point of the lesson, and never loses sight of it for an instant ; omits no step in the development. The pupil must know the objective point before the recitation begins. This keeps up his interest by giving him an aim for his ideas, a play for his intellect.
14. The lesson of the American teacher consists of drill ; that of the German teacher of development.
15. The characteristic features of the teaching in the German schools, are : (1) Clearness of aim ; (2) definite development ; (3) thorough drills.
16. The first work of every exercise in German schools is a review of previous lessons, to ascertain if the work is thorough ; if clear conceptions have been received by the pupils ; next the new matter is presented.
17. He read reproductions of class exercises heard in German schools. The lecture was admirable and made a deep impression.

G. T. J.
Missouri.

Summer Schools.

I have been greatly interested in looking over the last SCHOOL JOURNAL, especially as it presents the subject of summer educational schools. I have visited the school at Martha's Vineyard, and wish to bear testimony to the usefulness of such schools. It is evident to me that the summer school has come to stay. It fills an important place in the elevation of the teachers of the country. The progressive, earnest teachers, who want promotion and a better salary, very often better their condition by attending summer schools.

1. Summer schools teach the principles of pedagogy and psychology. This one can see plainly by noting the kind of men selected to furnish lectures upon these subjects at Martha's Vineyard summer school. Dr. John Dewey, Dr. M. G. Brumbaugh, Dr. J. W. Dickinson, Dr. Frank S. Hill, William Hawley Smith, Will S. Monroe, are among the speakers. It is a fact worth noting that the ablest educational men appear at the summer schools.

2. They teach the best methods. All the branches of common school instruction together with school management and the before-named pedagogy and psychology are carefully taught in the best summer schools after the most approved normal methods.

3. Special academic subjects, embraced under languages, science, art, and literature, are taught by the most distinguished experts in these several branches. It often happens that a teacher needs to increase his (or her) knowledge of some particular topic in order to take or to hold some position. Here is the opportunity to make oneself an expert. Here is an instance : A young lady was teaching in a grammar school and wished to change to a high school, but she was not sufficiently versed in the mathematics. She took a course in these subjects, secured the position and has steadily held it for years.

4. Inspiration. After all, it is worth all it costs to spend a summer's vacation in the company of several hundred earnest teachers representing nearly every state in the Union, and to meet daily thirty or forty of the best educators and specialists the country affords.

5. Recreation. But no teacher should sacrifice her vacation for study and ignore proper, systematic, and health-giving recreation. Health and vigor are worth more than science or psychology. The teacher should attend some school which furnishes a steady and constant stimulative recreation.

What has been said applies to every summer school run on high principles. The school at Martha's Vineyard is really a short term normal college and normal school combined. Dr. William A. Mowry, of Hyde Park, Mass., gives his whole heart, mind, and thought, to making it serviceable to teachers. As summer schools have multiplied the objection that teachers should spend their summers solely in recreation has disappeared. The long vacation gives ample time for both recreation and instruction.

C. D.

Buffalo Teachers NOT "Assessed."

THE SCHOOL JOURNAL has done the local committee of the N. E. A. a great injustice in representing that the teachers of the city have been "assessed" for the benefit of the entertainment fund. The truth of the matter is as follows : A large meeting of our teachers was held one Saturday morning for the purpose of arousing interest in the July meetings. The fact that men like Dr. Frank McMurry and Prof. M. V. O'Shea, of the school of pedagogy, T. Guilford Smith, of the state board of regents, the Hon. James O. Putnam, and others equally well known, addressed the teachers on that occasion, is sufficient guaranty that the spirit of the meeting was excellent. The advantages of the N. E. A. were set forth, our teachers were urged to become members of the association by paying the fee of \$2, and, as many had signified a desire to assist in raising money, they were invited, if they felt so inclined, to secure small subscriptions for the local fund among their acquaintances while the committee was soliciting the large sums, thus making the movement a popular one instead of confining it to a few wealthy men and corporations. In my remarks I was very careful to have the teachers understand that they were not asked to make personal contributions, and that even in the matter of soliciting subscriptions they were to be their own judges as to what they should do, or whether they should do anything. Very few of the teachers have contributed, or expect to contribute, to the fund in question. This is the sum and substance of the assessment story.

HENRY P. EMERSON,

Buffalo, N. Y., May 4, 1896.

Supt. of Education.

(See note on page 558. Ed.)

PHILADELPHIA.—An interesting pamphlet published by a member of the Public Education Society of Philadelphia gives an interesting account of the work of that organization during the fifteen years of its existence. Many progressive movements, such as the introduction of manual training, sewing and cooking, the passage of a compulsory school law, the development of taste as well as intellect, and increased advantages for the training of teachers, are due to the efforts of the society.

In an introduction to the pamphlet, Professor Edmund J. James, the late chairman of the association, points out tasks which are still to be performed by the association. The need of voluntary associations to watch the workings of the school system, and to give help whenever a reform is to be put through or an abuse abolished is strongly urged. The history of the Philadelphia public school system shows that most of the improvements in the system, and even the system itself, is due to the work of some voluntary body of public-spirited citizens.

Editorial Notes.

What will those frightened at the "fads" that have come into the schools say when they learn that the vacation schools that are to be started in Chicago are to be wholly devoted to fads? The vacation schools are to be devoted entirely to art culture, courses in drawing, carving, singing, recitation, clay-modeling, and literature. These are to be given to the poor children to satisfy their esthetic longings and to open up to them the ideal world of art, skill, and beauty. The cost of the vacation schools is small, since much of the work is done without pecuniary reward.

The suggestion is made that a newspaper be used in the school-room; with this THE JOURNAL cannot agree. Special books have to be made for school-room purposes and the same is true of papers. Certainly the daily papers of this city are not fitted for the school-room. They give the current of news, but the young mind is not fitted for this flood of things. There is too much of it, if no other reason existed. The paper that gives the great and significant events, and only enough of them to be mastered, is the one to put in the hands of pupils; OUR TIMES (monthly) meets this description admirably. The pupil has too much on hand to handle a daily or a weekly. Besides, he will get the bad habit of reading to forget, as his father does, and that will have a bad influence on his mental habits.

Every little while there rises up some person who declares the teachers taught a great deal better and the schools were better fifty years ago. Nobody believes this, even the one who states it with gravity. A Miss Foster, teacher in the Boston Girls' high school, to oppose a bill before the legislature, declared the quality of the teachers was going down; it was lower than twenty years ago. What the legislators thought of this statement, what the teachers of Boston who have taken up teaching during the past twenty years think of it, is easy enough to find out.

The Dover, N. H., *Democrat* refers to the new plan of state examinations, and remarks: "It is said that something new is now demanded, if our schools are to keep up and remain side by side with the new order of social, political, and moral progress. Is there any more application or painstaking than of old among the teachers of to day? Are children more dutiful, fathers more provident, and mothers more domestic—virtue more abundant? Is learning more esteemed, and ignorance more contemned?"

As to the first question we say emphatically, yes. The other questions, except the last, depend on conditions over which the public school has but a remote control; and to that the wise editor of the *Democrat* will say, yes.

Some of the school officials in Detroit are angry that their doings are criticised by the teachers. It is true that up to this time the teachers have been forbidden to do anything but approve of the acts of school officials, but a change is coming. The school official in the good days coming will not be so anxious to hold office; there will be responsibility to be shouldered. The act of Miss Coffin, as an act, must be approved; whether

she criticised correctly or in good taste is another thing.

A column in a Detroit newspaper is headed, "Teachers Object;" the paper claims that a member of the board of education says that "600 of the 733 teachers object to the system introduced by Supt. Robinson." And then the statement is made that "only men and women specially trained" can do the teaching required. This lets the cat out of the bag. This member of the school board don't want teachers specially trained; he, and a lot of other school board officials are like the Mohawk Valley Dutchman who objected to the railroad because there would be nothing for horses to do. This man doesn't want Supt. Robinson's system, because he says the kind of teachers they now have cannot work it; what will that kind of teachers have to do? The only thing to be done in Detroit is to double qualifications.

A bill looking to a change in the postal laws has been introduced in Congress by Hon. E. F. Loud. He thinks that each class of mail matter (there are four classes: 1st, letters; 2d, periodicals; 3d, books, pamphlets; 4th, merchandise), should pay cost of transportation. That would make periodicals cost eight cents a pound—now they cost one cent. He thinks this additional cost would be paid by the publishers, but there he is mistaken—the postage, like the cost of the paper, is paid by the subscriber. The cheapening of the postage on second-class matter was for the benefit of subscribers; it was so understood at the time, and is so understood by any one who is able to think. The proposed law is only another evidence of the election of men to Congress who are unable to look at questions largely.

A good deal has been said as to the ruling of Postmaster-General Wilson (No. 121); this forbade bound book numbers and unbound reports to go as second-class matter. The objection to this ruling is that it is really legislative, and conflicts with the law, and contravenes the laws of 1879 and 1885. The law of 1879 was explicit; papers issued regularly four times a year, not bound in board, cloth, or leather, published for the dissemination of information of a public character and having a legitimate list of subscribers, should be classed as third class matter. This ruling is not warranted by the law; it is against the law; it breaks the faith had in our government; it will stop the spread of intelligence in the country. Let it be withdrawn.

Leading Events of the Week.

The actuaries of insurance companies met in New York; they represent over \$5,000,000,000 in policies in force in the United States.—McKinley defeats Senator Cullom in his own state (Illinois).—The Spanish government denies that the Pope advised in favor of accepting the mediation of the United States concerning Cuba.—Princeton greets the winners at the Olympic games with enthusiasm.—The Spanish party in Mexico threatens to aid Spain in case of war with the United States.—A bill in Congress to purchase the birthplace of Lincoln at Hodgenville, Ky., and make it a refuge for old soldiers.—Many people killed or injured by the explosion of a barrel of gasoline in a Cincinnati saloon.—Gov. Morton touches the button that brings the power of Niagara to New York and simultaneously fires cannon in Augusta, Me., San Francisco, New Orleans, and St. Paul.—An anarchistic plot to kill King Humbert discovered at Naples.—John Hays Hammond, the American convicted of complicity in the raid on the Transvaal, very ill. His wife says he opposed the Jameson raid.—Gen. Weyler fails to prevent Garcia and Jose Maceo from joining forces.—Cubans in Puerto Principe concentrating.—Consul-General Fitzhugh Lee will be asked to protest against Spanish outrages where American citizens are concerned.

New York State Schools.

The Forty-second Annual Report of the Department of Public Instruction for school year ending July 31, '95, is a document of 88 pages. It appears that there are two deputy superintendents, seven clerks, two porters; four examiners (of answers to questions for certificates) two librarians, two training class inspectors, five regular institute conductors, three special institute conductors, and one lecturer; one supervisor of institutes and training classes, and three compulsory education assistants, in all a force of thirty-seven persons. (The writer well remembers that the first superintendent elected—Victor M. Rice—had but one assistant, a Mr. Chambers, and one room sufficed for both of these.)

Supt. Skinner considers supervision the weakest point. He is right. The supervision through the county commissioners is not worthy the age, the state, or the name.

He favors the township system. Whether this would have the advantage claimed for it cannot be told but by a trial. The probability is that this question is intimately connected with the first named above. Enough schools should be set apart for an educated, trained superintendent to supervise as it ought to be done.

He discusses the power given to cities (15 in number) to examine and appoint their own teachers and well says "the licensing power should never be given to the appointing power." We join with Supt. Skinner in urging that all these cities turn over the examining and licensing of teachers to the same power that examines and licenses for the vast body of teachers outside of those cities. In other words that applicants for licenses in New York city, Brooklyn, etc., apply to the commissioners in New York and Brooklyn and not to the boards of education in those cities.

From July 31, '94, to July 31, '95, seven commissioner examinations were held; 23,342 persons present; 12,021 failed. (The present plan is for the department to issue questions which the commissioners place before the applicants; the answers are sent to the department and come before a board of examiners.) He well says "when teachers have once earned a second grade certificate they should be forever exempt from examination in the subjects required for that grade." On the expiration of this if the person wished to teach he could put an additional examination along the line of pedagogy, etc.

He proposes to issue special certificates to teachers of drawing, etc., but they must hold a third grade certificate and have 75 per cent., in drawing; also to kindergartners and to teachers of vocal music under special conditions.

Supt. Skinner proposes the establishment of a State School of Pedagogy in Ithaca to be affiliated with Cornell university; of course the state to pay the cost of maintaining it. It would seem from this that he does not consider the State Normal college at Albany, a State School of Pedagogy. If it is not this what is it?

He says the proposed school "would deal only with college graduates." The New York State Normal college was supposedly planned for this very class as well as for graduates of the normal schools. The state has already dealt munificently with Cornell university; this plan for getting further appropriations from the state is therefore not to be encouraged. The pressing need now is

the same as when the first normal school was founded—of good teachers in the rural schools. We put this need before that of the high schools. THE JOURNAL has repeatedly asked that *county training schools* be established to teach the holders of third, second, and first grade certificates the art of teaching. We regret not to find some extended discussion in this report of this immensely important problem; brief reference is indeed made to teachers training classes, page 30, but this problem is the weighty one, far transcending that of the pedagogical lectures at Cornell university.

Supt. Skinner discusses the teachers' institutes and the training classes at considerable length. The training of teachers for the rural schools is the great question after all, as just said. It is manifestly impossible for the state of New York to quadruple its normal schools, but the teacher holding third grade certificates should be *trained*; the so-called training classes do not effect this, nor do the institutes. There is no way this can be reached but by opening summer schools for six or eight weeks in convenient parts of the state, when those who hold third and second grade certificates shall be *trained*—that is, spend the day in schools of practice and the evenings in listening to lectures on the principles of education.

There is another subject of importance that is not discussed—the relations of the holders of the certificates to the normal schools. It would help greatly if the holder of a third grade certificate could know that that entitled him to a certain position in any state normal school; and so of the second and third grade.

Supt. Skinner says we are not "teaching our pupils thoroughness." He does not agree with Dr. Peabody, "that pupils who left school sixty years ago were better fitted to meet the duties of life than those who leave now. No observing man does; the assertion is groundless."

But when the three R's only were aimed at, teaching was a mechanical trade; they did make them read, spell, and do some ciphering in those days. But the teachers of sixty years ago couldn't get a third grade certificate to-day, nor teach as is required to-day. The quotation given by Supt. Skinner is not a good statement of the case. The trouble is that people desire professional teaching and they don't get it. Instead they get men and women a great way in advance of what the teachers were sixty years ago, but they are not enough advanced, for want of a *special training*.

Besides the three R's there are nine other subjects that must be taught more or less in the schools,—as the age demands them and the educators admit their importance. The attempt of the untrained third grade teacher to teach them results in what is miscalled superficiality; it simply comes from poor teaching. Supt. Skinner well calls the main defect to be not teaching the boys and girls how to think for themselves. This is what none but persons who have training can do, and the state does not give that except in normal schools.

The discussion respecting temperance teaching agrees with what has been said in these pages. Supt. Skinner has been unrightly charged with being a friend to intemperance because he objected to the law prescribing how many hours per day should be given to the study of the effects of alcohol.

Fifteen years ago THE JOURNAL began to say "study the child." Supt. Skinner takes up considerable space to enforce this maxim.

The belief of New York in the training of teachers will be apparent when it is stated that \$160,000 was spent in one year on the eleven normal schools; about 9,000 pupils were enrolled in them; number of graduates, 715.

The whole number of teachers employed during the year was—men 5,476, women 30,148. The amount expended for salaries, was cities eight millions, and towns, about five millions. The average salary was—cities \$733, towns \$310.

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N. E. A. News.

The Trunk Line roads from the east have now arranged to extend the time on tickets to the National Educational Association at Buffalo to July 31, subject to the following conditions:

To secure the extension of time, all tickets must be deposited with the Joint Agent of Terminal Lines at Buffalo on or before July 10.

This arrangement of adding two weeks to the time ought to mean much for the success of the N. E. A. meeting, as it will enable visitors from the East to take in Niagara Falls, Toronto, Chautauqua, and many other points of interest in this vicinity.

PROGRAM OF GENERAL SESSIONS.

The general sessions will be held in Music Hall. The following is the program:

Tuesday, July 7, 2 P. M.—Address, Horace Mann, by Dr. W. T. Harris, U. S. Commissioner of Education. Ten-minute speeches by State Supt. Henry Sabin, Iowa; State Supt. N. C. Schaffer, Pennsylvania; Supt. F. Louis Soldan, St. Louis, Mo.; Supt. Aaron Gove, Denver, Col.; Prof. D. L. Kiehle, University of Minnesota; Supt. J. M. Greenwood, Kansas City, Mo.; Editor A. E. Winship, Boston, Mass.; Col. F. W. Parker, principal Chicago Normal school.

Wednesday, July 8, 9:45 A. M.—Literature. (1) American Literature, by Prof. Brander Matthews, Columbia University. (2) Address, Prof. W. P. Trent, University of the South. (3) "Literature in Elementary Schools," by Mrs. Ella F. Young, assistant superintendent, Chicago, Ill. (4) Discussion. To be opened by ten-minute speeches by Prof. J. C. Freland, University of Wisconsin; Principal E. O. Lyte, State Normal School, Millersville, Pa.; President Nathaniel Butler, Colby college.

Thursday, July 9, 9:45 A. M.—The Function of Nature Study in Education, (1) "Culture of the Moral Powers," by President David S. Jordan, Leland Stanford University. (2) "Culture of Intellectual Powers," by Prof. J. M. Coulter, University of Chicago. (3) "The Function of Nature in Elementary Education," by President M. G. Brumbaugh, Juniata College. (4) Discussion. To be opened by ten-minute speeches by President L. D. Harvey, State Normal School of Milwaukee, Wis.; Prof. J. N. Wilkinson, State Normal School, Emporia, Kan.; Mrs. Eva D. Kellogg, editor of *Primary Education*, Chicago, Ill.

Friday, July 10, 9:45 A. M.—Sociology. (1) "The Relation of Sociology to Education," by Prof. Albert Small, University of Chicago. (2) "The Pupil as a Social Factor," by Prof. Earl Barnes, Leland Stanford University. (3) "The Teacher as a Social Factor." (4) Discussion. To be opened by J. H. Harper, inspector of superior schools, Quebec, Canada.

Evening addresses will be made by Bishop Vincent, President A. S. Draper, Nicholas Murray Butler, Bishop Spalding, and Booker T. Washington.

Teachers Not Assessed.

Last week THE JOURNAL in an editorial paragraph criticised the local committee of the N. E. A. at Buffalo for urging the teachers to raise a \$5,000 contribution to the entertainment fund for the convention in July. Interviews with Supt. Emerson, Sec. Swift, Prof. Frank M. McMurry, and several principals of the Buffalo schools, have convinced the writer that THE JOURNAL was not quite correctly informed as to the manner in which the money was to be collected. The letter of Supt. Emerson, printed in another column, explains the action of the committee. The misunderstanding resulted because of an ill-judged remark by one of the speakers, the Hon. Jacob Stern, who intimated that if the teachers should not collect stated sum they would hardly be considered worthy of the positions they occupy, or something to that effect. Mr. Emerson deeply regretted the mistake of the speaker and did all in his power to remove the impression it might have created.

Yet even with the "assessment" aspect of the case removed and looking at the matter in the light of Mr. Emerson's explanation THE JOURNAL cannot endorse the action, but agrees with the Buffalo *Express* which says in an editorial article:

"Even though voluntary and optional, the fact that the teachers were asked, as a class, to contribute for a stated fund, may naturally make it embarrassing to decline to give. This was a mistake. Nothing resembling a tax on the poorly-paid but naturally proud members of the teaching profession, should have been levied. They should have been approached, if selected at all, as citizens and residents of Buffalo, not as teachers."

"The people who should contribute, and generously, are the well-to-do residents, especially of the mercantile and professional classes. The street railway company should come down with its accustomed liberality in such cases."

The *Express* is hopeful that everything will be done to take proper care of the convention in the beautiful Queen City of the Lakes, and adds:

"We have no fear but that the thousands of well-to-do and intellectual and public spirited citizens of Buffalo will see to it that the needed entertainment fund is not lacking."

"We trust that our esteemed contemporary, THE SCHOOL JOURNAL, does not really mean to claim the convention as its own property and carry it off under its arm to some better-bred and prettier-behaved town. We think it will get over its fear and admit 'bimeby' that Buffalo's back yard is quite a nice place to play in after all."

THE JOURNAL is anxious to do all in its power to help make the Buffalo convention the best-attended, greatest, and in every way most successful one ever held. That is all. The intention of the criticism of last week was not to warn off teachers, but to get Buffalo citizens to bestir themselves. This it has ac-

complished in a degree, thanks to the Buffalo press, particularly the Buffalo *Express* and the *Times*, which made it the basis for vigorous and effective editorial comment. The writer had the satisfaction to learn that as a result several people have come forward with assurances that they will help increase the entertainment fund. Buffalo certainly was in need of a "rub."

"This city does not fully appreciate, as THE JOURNAL intimates, the importance of the convention. The residents here do not realize what it means to have President Eliot, of Harvard, U. S. Commissioner W. T. Harris, President D. S. Jordan, of Leland Stanford, A. S. Draper, former state superintendent of New York, Professor Brander Matthews, of Columbia, the leading superintendents of schools, and in fact all the educational giants of the country as guests in the city."

"The *Times*, however, is glad to see the added interest of late in the preparations for the convention. There is definite assurance that the convention will be cared for in a manner satisfactory to Supt. Emerson and the teachers and creditable to Buffalo—notwithstanding the niggardly policy pursued by the common council."

"All honor is due Mr. Emerson and his able corps of assistants for this gratifying condition."

"The niggardly policy of common council" referred to by the *Times* needs a word of explanation. Supt. Emerson and Secretary Albert E. Swift, of the local executive committee enlisted the efforts of influential men to get an appropriation from the common council which had invited the N. E. A. By hard work they succeeded in getting a promise of \$4,000 from the lower branch of the municipal legislature, the upper house cut it down to \$3,000, and finally the whole matter was dropped, and not one cent granted. This "disgusting juggling," as it is called in the *Times*,—the only Buffalo paper which came to the aid of Supt. Emerson and his associates in this matter—was really the cause of the committee's move in calling upon the teachers to help increase the entertainment fund. For, finding the source closed which ought to have yielded at least \$5,000 if not \$10,000, it saw itself compelled to turn to the teachers for assistance.

The Educational Exhibit.

As THE JOURNAL goes to press in a few hours it is impossible to adequately explain the action of the local committee this week. This will be done in the next issue. One thing, however, must be said here in justice to the committee. The writer has found that the propositions made by the association for holding an exhibit could not be accepted by the local committee because it was unable to obtain the necessary floor space free of charge, and was asked to pay a high rate for it. Hence the cupidity of the owners of the Ellicott Square is the principal reason why the plans for the exhibit were blocked.

Exit the Fighting Board.

ST. LOUIS, Mo.—It is to be hoped that the new board of education, which organized last month, will work more conscientiously for the welfare of the schools than the old board did, and that measures will be taken to make political wrangles in its meetings impossible. Let the members ever bear in mind that the schools exist solely for the benefit of the children. They cannot possibly wish for any better superintendent than Dr. Soldan. If they will only give him their full support there is no doubt that the schools of the city will soon be brought in the front rank, where they rightly belong. He is a man of broad scholarship, excellent executive ability, thorough pedagogic training, in short, he combines all the qualities that are essential to a successful management of the internal affairs of a large city school system.

In the old board of education—may one like it never be again inflicted upon any city!—there was a great deal of trouble which was said to be owing to the incompatibility existing between certain of its members. In every meeting there was more or less disgraceful wrangling. The scenes enacted on the floor of the board immediately after its adjournment, in one instance, where blows were struck, and in one of the committees during the pending election, were outrageously discreditable. Ten of the twenty-one members were to have vacated their office in November last. But the change in the registration laws of the city made a legal election impossible at that time. Three months later the Supreme Court handed down a decision ordering an election forthwith and the same was held in March. The disgraceful scenes briefly alluded to above took place while these matters were pending and were described in the newspapers of the country at the time. It is said that the A. P. A. element in the city had something to do with the feeling existing in the old board, but there is no direct evidence.

At any rate St. Louis can be congratulated upon the change. Whether the new board will come up to the expectations of the friends of the schools remains to be seen. The few weeks it has been at work show at least that it is making an effort to perform its duties conscientiously and to the satisfaction of the people. We repeat, let the test in all questions be, "What is best for the children?" and be guided by that alone. If that is done the members of the board may rest assured that their labors will be appreciated by all friends of the schools, no matter what the ward-politicians may say.

Unsanitary Schools.

BOSTON.—A committee of collegiate alumnae has reported on the schools, on various subjects. Among other things it found until 1895 seventy-seven school-houses had never had the floors washed since built—periods of from nine to fifty years. 342 buildings have blackboards between windows which is considered ruinous to the eyes.

Shall Teachers Criticise Officials?

DETROIT, MICH.—Miss Mathild Coffin, assistant superintendent, remarked before the teachers, "She was sorry Inspector Hall had to be elected to the board in order to keep his sister in as teacher;" the board indirectly reprimanded her; she immediately resigned; the board declined to accept the resignation. Five of the inspectors deem themselves public officials and open to criticism; eight deny this.

Mo Marrying.

SOMERVILLE, MASS.—The school board does not intend to employ teachers unless they will remain in the employ of the city until the close of the school year, unless they shall resign by reason of professional advancement or by causes entirely beyond their control. This aims at marriage; the order is intended to prevent marriages during the school year and to avoid the unsettling of the classes.

Nebraska Meetings.

At the North Eastern Nebraska Teachers' meeting, which seems to have been an excellent one, Prof. O. Dooley, of Hooper, created a mild sensation by saying that he didn't believe in kindergarten training and producing many arguments against it. The question was further discussed by Profs. Dowden, of Dodge, Akers, of Pender, Sunderland, of Tekamah, Misses Austin, of Stanton, Burns, of Dodge, and others. Miss Hay, of Fremont, would have children enter the kindergarten at three years of age.

The Central Nebraska teachers met at Hastings: 225 were in attendance. "Nature Study" by Mrs. Jacobs attracted great interest.

Teachers' Retirement Fund.

TRENTON, N. J.—A committee has been appointed by the state board of education to provide for the proper organization of the teachers' retirement fund provided for at the last legislature. By the seventh section of the act it is provided that any teacher who intends to take advantage of its provisions, must give notice of such intention within three months after the passage of the act the notice to be filed with their local boards of education before June 11.

The act provides for the retiring of teachers incapacitated for further service, after twenty years of service, and for the payment of an annuity equal to one-half the salary, the amount to be not less than \$250 or more than \$600, provided there are funds enough to pay for them.

No More Indian Sectarian Schools.

The Cockrell amendment declares it to be the settled policy of the government to make no appropriations for sectarian schools after July 1, 1898, thus giving two years' notice. The sectarian schools represent interests entitled to consideration. Having regard to the general welfare of education, nothing was to be gained by pressing even the wise principle of the Indian bill to extremes immediately. The sectarian school managers affected now have two years in which to look about for legitimate denominational support. After July 1, 1898, they must rely upon such support exclusively. They will then have nothing further to look for from the government.

Corporal Punishment.

MILWAUKEE, WIS.—Dissatisfaction has arisen with Principal Fairchild, seventh ward school of Milwaukee; it is traced to parents whose children have been chastised. The *Sentinel* says: "The most satisfactory outcome of the difficulty would be the entire discontinuance of corporal punishment in the public schools. Such action would surely reduce the friction between school teachers and parents, while it would prevent any possible abuse of school children by excitable teachers. There may be salutary advantages in physical punishment for some unruly children, but these are more than counterbalanced by its misapplication in other cases."

Colored Pupils to be Put Together.

CINCINNATI, OHIO.—The board of education propose a return to the old system of separate schools for the colored children. Statistics are advanced to show that the colored children make more rapid progress in separate schools. Another argument for the separate schools is that they provide places for colored teachers, and thus are an incentive to the ambition of the colored people.

Progress in Dayton, Ohio.

DAYTON, O.—The *Herald* urges kindergartens, nature study, the best teaching of music, drawing, writing, etc.; the greatest

efficiency in the normal school; the development of manual training; the gradual abolition of the percentage system. It also hints that some of the school principals should be retired. "Changes may easily be made, which will operate for the good of the schools. The teachers in the schools must be made to feel that it is not only their right, but their duty, to advise members of the board of education of their knowledge of the efficiency or inefficiency of the heads of the schools where they teach."

Youthful Heads in Chicago.

A fourteen-year old boy already a skilful pickpocket was exhibited before the Human Nature club. Prof. L. A. Vaught said of him that he had natural ability enough to make a splendid business man or a good lawyer, but two faculties were defective—self-esteem and conscientiousness. These by good training might be developed. Arthur Flanagan, the son of A. Flanagan, the publisher, was next examined. The phrenologist said that if his health continued as at present the boy would become a wonderful musician, a second Milton, or something equally famous. The speaker said specific and individual treatment of children for the stimulation of defective faculties was absolutely necessary.

Training School Graduates.

The Brooklyn training school sent out fifty-nine graduates this year; John Gallagher is the principal. The address was by Prof. N. M. Butler, Columbia college. He said: "First of all the teacher should have scholarship. It was necessary for the teacher to be far advanced in the studies beyond those which they were supposed to teach. To confine themselves only to those subjects which would be of material benefit to them could do nothing but make them narrow-minded. They should take up psychology, the construction and working of the human brain. The art of education was another requisite; this includes the art of teaching and the theory of teaching. There could be no better study for the teacher than the history of education from the time of the earliest Greek to the present day."

Who Will Be State Superintendent?

There are to be lively times respecting the successor of State Supt. Sheats this summer. Principal B. C. Graham is nominated by many newspapers; he is the principal of the high school in Tampa. The editor of THE JOURNAL has had the opportunity to witness Prof. Graham in his school, and to know the feeling of the influential city of Tampa respecting him. He is no aspirant for office; he is a thorough gentleman, retiring, scholarly, sympathetic with human advancement, and possesses a sound judgment. Several influential newspapers have already come out in his favor, among them the *Key West Herald*, the *Sumter Co. Times*, and the *Pensacola News*.

Teachers to Protect Themselves.

DETROIT, MICH.—The board of education is not obliged to solve the problem of the \$66,000 cut in the estimates for teachers and schools. Meantime a good deal of figuring is going on. The principals have been requested to look over the teachers and report the names of the poorest teachers. This hardly seems a fair method, for principals are only human, and in some cases a grudge may be worked off in this way. About eighty teachers drawing an average salary of \$40 a month are to be dropped, which would cut down expenses something over \$30,000. A cut of ten per cent. in salaries of teachers receiving \$40 per month, and of \$25 in salaries which are over \$40 per month, has been suggested. Another plan is to open the schools fifteen days later in the fall and close them fifteen days earlier in the summer.

The teachers are talking of forming a school teachers' protective union which will attempt to bring about a strike among all the teachers of the city in case the board discharges teachers on the grounds of their not being good teachers, in order to reduce the expenses of the schools.

Manual Training Conference.

The second annual conference on manual training will be held at the Teachers college on Saturday, May 16. This conference is under the auspices of the Department of Manual Training and Art Education and is designed to bring together teachers of drawing and manual training, in order to discuss problems incident to the introduction of manual training into public and private schools. The subject for this year's conference is "The Relation of Art Education and Manual Training."

The morning session will be opened at 11 o'clock with an introductory address by President Hervey, of Teachers college. He will be followed by Frank A. Hill, Secretary of Massachusetts State Board of Education, who will give the leading address of the day. Mr. Hill's subject is "The Aesthetic Element in Manual Training." The afternoon session will begin at 2 o'clock. After a brief address by Professor Bennett of Teachers college, Professor William H. Goodyear will lecture on "Some Principles of Decorative Art." This lecture will be illustrated by a large number of lantern photographs. The discussion of the general subject of the conference will be opened by Walter S. Goodnough, director of art instruction, Brooklyn, Professor Clarence E. Mel-

ney, Teachers college, and Professor Charles R. Richards, of Pratt institute.

An exhibit illustrating how art is being introduced into manual training work will be shown in the Macy Manual Arts Building. Contributions to this exhibit are expected from Chicago, St. Paul, Minneapolis, Washington, Philadelphia, Boston, Providence, and from a number of schools in and near New York city.

New Hampshire Moving.

The state examinations, June 30 and July 1 will be held in eleven places. The subjects will be algebra, American history, arithmetic, civics, current topics, drawing, English grammar, composition, geography, music, penmanship, physiology and hygiene, reading in American literature, spelling, and, at the option of the candidate one of the three subjects, botany, zoology, or physics.

The professional subjects include methods of applying the scholastic branches, history of education, school management, pedagogy, psychology, and the school laws of New Hampshire.

These examinations are not obligatory upon the teachers, but it is probable that all will take them, for their future usefulness in the profession will depend materially on the possession of a certificate of the board. These certificates will be either probationary or permanent, and must under the law indicate the grade of school for which the person named is qualified to teach.

More Superintendents.

NEWARK, N. J.—The appointment of a superintendent, either to succeed Mr. Barringer or to assist him, seems to be the great question in Newark, according to the *Call*. "If questioned on the matter, Dr. Barringer would probably declare that one superintendent is all that is necessary. If the principals were asked to vote on whether two superintendents were needed, the result would be overwhelmingly in favor of two."

Don't want to Raise Their Own Pensions.

NEWTON, N. J.—A bill was passed in New Jersey to authorize the establishment of a teachers' retirement fund. The fund was to be created by monthly assessments upon teachers who wish to come under the operations of the law. So far no teachers have indicated any desire to do so. So few will do it that the law will prove ineffective. The advocates of a teachers' pension fund want pensions paid out of the public funds and not by the teachers themselves.

The Pollard System.

This system of teaching primary reading was up for discussion in Arlington, Mass.

George E. Dwelley defended the system. He claimed that Mr. Emerson White and Miss Arnold, who had been quoted in opposition to the system, were really in favor of it (the latter had said it was mechanical, circitous, and mischievous).

Frank A. Fitzpatrick, formerly superintendent of schools of Omaha, Neb., said they tried the Pollard system for a year and a half, and then abandoned it. He said the system was utterly opposed to all true theories of teaching the English language, also that the National Educational Association had never mentioned it in any report.

Also that none of the National Council of Education approves the Pollard system. He thought so poorly of the system that he had removed his son from the schools, and he was now being taught at home.

Supt. T. W. White acknowledged that the majority of leading educators were opposed to the Pollard system, but claimed the quality of the minority made up for their lack of numbers. He quoted a number of educators in support of his position. The reason why the system had not succeeded as well as in other schools was because the conditions were not entirely favorable. He declared that "the system having been introduced for better or for worse, it was going to have a fair trial." If the critics wished to ask any questions, the superintendent, the school committee, and Mrs. Pollard were ready to answer them to their satisfaction. Admitting it was a mistake to put it in any but the lowest grades, he compared the time spent in reading in the Arlington schools and in Somerville, Cambridge, Waltham, Leominster, Dedham, and other towns, showing that Arlington is not spending any unusual time in teaching reading. He said the school committee and the superintendent expected to be criticised—they were not thin skinned.

Stephen B. Wood opposed the Pollard system. He proceeded to read from the rules, and to explain the system to show the absurdity of teaching it to young children. Its failure is owing to its own weakness.

W. H. Tuttle read a list, and of the principal cities of the country having a population of over 10,000 inhabitants, less than one per cent, are now under the influence of the system. He read a letter from the superintendent of schools of Dubuque, Ia., condemning the system.

Timothy O'Leary of the school committee defended the Pollard system and the action of the school committee.

Correlation of Studies.

BROOKLINE, MASS.—A series of educational conferences have been held under the auspices of the Brookline training class for college graduates. The fifth conference, on April 14, considered the subject "Correlation of Studies as a Means of Economy" under the leadership of Dr. John T. Prince, of the state board of education. Papers were read by Miss Eaton Dow and Miss Harriet Manning, of the training school.

Miss Dow defined the difference between the three terms, correlation, coöordination, and concentration, and spoke principally upon correlation in its relation to every-day school life, to the teacher as well as to the scholar. She thought that an intelligent correlation gave a greater momentum to thought and tended to preserve the pupil's forces. All study is useless that gives the pupil a memory of details and is lacking in the idea of the whole. A true correlation produced an economy in time and force in both the teacher and the pupil—an educational unity.

Miss Blake said that the first work of correlation was to give an economy of time and effort; by a wise grouping, etc., to bring about an inter-relation of studies. Subjects must not only be related to each other but the child must be related to each subject. The key to a proper correlation in the latter sense is an intelligent study of the child.

Dr. Prince said that the real question was how to teach properly; treating all studies satisfactorily. The real function of education is to prepare the child to meet the conditions of the civilization which he is obliged to meet; hence the correlated studies should be studies essential to a proper preparation for such duties. He said that the ends of education were knowledge, power, and the method by which we learn, for the habit of association and assimilation is the most desirable end of education. Dr. Harris would divide the correlated studies into five groups—thought, art, organic and inorganic nature, and life; others recognize two groups—the history studies and the nature studies. Personally, the speaker would divide the system into four groups; knowledge, as related to man, to the earth, to time and space relations, and to language. Some such divisions are practical. Some parts of geography and arithmetic should be taught pure and simple; other parts can be best correlated. The speaker advocated the grouping of teachers into as many groups as there are studies, and then, by frequent conferences, the teachers could best determine just how much and what kind of study was required. Every subject has its ideal method of teaching; every teacher has her own way, but the method should be the same.

Supt. Dutton said that it was his idea that the best correlation springs almost spontaneously from the fullest mind; the mind that knows the most. It would be the best-informed teacher who could seize the opportunities for correlation.

Dr. Prince said that this wealth of information in a teacher led to a tendency to talk all around a subject; to pass from one point to another; to "fly off on a tangent." This tendency showed a lack of that very system most needed to bring about the best correlation. The promotion of the educational unity of the child was of the greatest importance, and to meet this question correlation helps us out as nothing else will.

The Main Problem.

Dr. Walter L. Hervey, president of the New York Teachers college, addressed a large number of the teachers of Norwich on "Present Day Problems in Education." Among other things in this address he said:

"One of the most encouraging signs of the times is that a number of people can readily be gotten together to consider educational problems. Education is the subject of all subjects in this age of advancement. There are as many problems as there are teachers, scholars, and parents.

"The main problem—the problem of all time—is that of making men and women, not toilers, craftsmen, people who are content to fill this or that small niche.

"This is our platform—the making of men as distinct from mere animals. One of the highest aims of education is to help people to become free. Ignorance binds people hand and foot. If I am ignorant of a bicycle or a street car, I cannot use them and they will misuse me. Knowledge and power are the elements of freedom. Knowledge of cause and effect is only a way of knowing how to use things. Is it not the idea of material returns that presents itself to the parent and taxpayer in connection with the school?

"The school is not a whetstone on which the child is to be sharpened to keep him from being hung. Every child is a lump of clay, in which exists an ideal which the teacher may mold. If we start by teaching to read, we may forget to teach what to read. The grand thing in connection with education to-day is that we are making the transition from teaching reading to teaching how and what to read.

"Teachers must know more than they used to. We must not place the poorhouse over against the schoolhouse and consider which costs the least. We might find that the poorhouse does. Liberal education is a thing of the present and of the future. It is an essential thing in man-making. Liberal education does not mean the promotion of a person out of his proper calling, but that he is made more efficient and contented in it. Every boy, no matter how low, should have the opportunity of making of himself all there is in him. There should be no line between the poor man's son and the rich man's son.

"Public money should be used for public ends; and making men is a public end. The educated man is the public-spirited man, unless there is something wrong with his education."

Preparation for the College.

BROOKLINE, MASS.—On April 11 the 29th annual meeting of the Massachusetts Association of Classical and High School Teachers was held in the new high school building. About 100 representatives of the foremost secondary institutions of New England attended. Mr. Byron Groce, the vice-president of the association and principal of the Boys' Latin school, presided. The system of entrance examinations at Harvard received many caustic criticisms. President Eliot and the overseers of Harvard will do well to look into the matter.

The subjects open for general discussion were: "To the College via the Public High School," "The Essentials of College Preparation," and "Sight Translation from Greek and Latin Classics as a Test of Proficiency in English Composition."

W. L. Eaton, of the Concord high school, said in part that he considered that it was growing more and more difficult for the so-called country high schools to fit pupils out for college. There is a marked tendency to break off the connection between the smaller high schools and the colleges, and this tendency is most marked in the college examinations. The difference was not so much in the quality of the examinations as in the quantity. Mr. Eaton thought that the men who were admitted to college by certificates of admission from their preparatory teachers were no less faithful students than the men who entered through a competitive examination. "It is often more difficult," he said, "for poor boys to meet the expenses of the city preparatory school, than to make their way through Harvard. If Harvard had not such severe barriers, fewer candidates for it would be diverted to less important colleges."

On motion of Mr. Moore, the following resolution was adopted:

"Resolved, that a committee of five be appointed by the chair to confer with the examining boards (or otherwise proper authorities) of the New England colleges, and to state to them such objections to the scope and methods of the entrance examinations as at present conducted, as would clearly indicate the chief difficulties now experienced in the preparation of pupils for college."

As President Tucker, of Dartmouth, was unavoidably absent, an abstract of his address was read by Mr. Adams, of Newburyport. He took the ground that the common basis of study should be broader. English and history are the only two "constants" at present, and he would add natural science and Latin. If the college were a fixed quantity, our problem would be supplied, but nothing is much more indefinite than the college unit. The more we broaden at the beginning of the preparatory course the more we can differentiate as the course progresses and come out under one degree.

Mr. John Tetlow, headmaster of the Girls' Latin and high schools, Boston, spoke upon "Sight Translation of Greek and Latin Classics as a Test of Proficiency in English Composition." He criticised severely the ground taken in the two reports of the committee of composition and rhetoric of the Harvard board of overseers, in which they took the ground that they could judge proficiency in English by sight translations in Greek and Latin. Mr. Tetlow thought that sight reading developed the power of taking in the meaning without translation. There should be a thorough understanding of the matter read before there is an attempt made to put it into idiomatic English. Hence written examinations would be on review work. He criticised the methods of sight reading employed in examinations, and compared the work of the Harvard committee upon composition and rhetoric to that of testing the proficiency in dancing when the limbs of the dancers are fettered.

Prof. M. H. Morgan, assistant professor of Greek and Latin at Harvard, spoke of the influences which prevented the use of pure English by students. The carelessness of parents, the hastily prepared newspaper report, and the tendency to use slang for brevity's sake, were three of the principal causes mentioned.

Mr. Moses Merrill, the head master of the Boys' Latin school, Boston, followed with illustrations of translations by his pupils.

Other speakers were B. S. Hurlburt, instructor of English at Harvard; A. A. Howard, assistant professor of Latin at Harvard; and G. H. Browne, of Browne and Nichols' school, Cambridge.

These officers were elected for the ensuing year:

President, E. J. Goodwin, head master Newton high school; vice-president, Byron Groce, master of Boston Latin school; S. C. Adams, master Newburyport high school; Miss E. D. Gardiner, teacher in Roxbury Latin school, recording secretary and treasurer, W. F. Bradbury, head master Cambridge Latin school; corresponding secretary, R. F. Curtis, teacher Chauncy Hall school.

REDUCED RATES TO WASHINGTON, D. C.

Single Fare for the Round Trip via Pennsylvania Railroad, account Y. P. S. C. E. Convention.

The Fifteenth International Convention of the Young People's Society of Christian Endeavor will be held at Washington, D. C., July 7 to 13, 1896, and for that occasion the Pennsylvania Railroad Company will sell, from July 6 to 8 inclusive, excursion tickets to Washington and return at a single fare for the round trip. These tickets will be good for return passage until July 15, inclusive, but if deposited with the agent at Washington prior to 6:00 P. M., July 14, will be extended to July 31 inclusive.

Full information in regard to rates and time of trains can be obtained upon application to ticket agents.

This Man is Sound.

Prof. Sawyer, in his address at Council Bluffs, said: Now teaching is accorded a place among the professions. Now the well-equipped, earnest, progressive pedagogue may hold up his head in any city or in any gathering and say, "I am a man," though it might be a trifle more typical to say, "I am a woman." Teaching is broader. There is more of generalization and less of useless detail—more sifting out of those unessential things that burden the mind in its endeavors to hold fast to those things that are important. We have better material to deal with than our predecessors had—not only better school-houses, desks, and appliances generally, but the school children of to-day have broader notions of the right and justice of things than those of the olden time. It cannot be denied that some of them are not without the capacity to make life a burden to the over confiding teacher, but there is greater respect for the rights of others, a noticeable improvement in morals and manners—doubtless the direct result of daily lessons in these subjects. The boys are better in school than their fathers were.

Baths In Schools.

Here is another "fad" to frighten the Conservatives. The W. E. Conference of Educational Workers at Boston pronounced in favor of better hygienic arrangements and baths. Mayor Quincy said:

"We should not confine our view in school sanitation to the scholar. The 70,000 or more pupils in the public schools are there to get instruction from the teachers. I do not think a teacher can give the best instruction in an ill-ventilated room, any more than can the pupil receive such instruction.

"The teachers should be surrounded by fresh air and normal temperature to enable them to give the best instruction which they can give.

"I don't care what it will cost to bring this about. The city of Boston is rich enough to pay the cost whether it cost one million, two million, or three million dollars, or what is necessary to relieve the sanitary condition of the situation."

He would have bathing facilities in the schools, and have the teachers require the pupils to bathe. The whole housekeeping side of the public schools is worthy of more attention than it has received in the past. He felt that the city would be willing to provide the bathing facilities. The problem of hygiene in the public schools, though essentially modern, is all-important.

Vertical Writing.

LYNN, MASS.—At a meeting of the school committee during a discussion on the advisability of introducing the vertical system of handwriting into the Lynn schools, Mr. Breed said that specimens from Haverhill schools where the vertical system is taught showed "uniformity of excellence," while specimens from the Lynn schools showed "uniform lack of excellence." Superintendent Bruce resented this as a reflection upon the Lynn schools. Mr. Breed said he did not care upon whom it reflected, it was a fact.

Brief Notes of Interest.

A woman school teacher of Amesbury, Mass., retired last week after fifty-three years of continuous service.

The Ainsworth bill is partisan legislation. It is not an educational but a political measure. It ought to be repealed.—*World*.

The number of high schools in Connecticut having a four years course is 39. In these schools were registered 4,762 children, which is three per cent. of the whole registration in the state. This three per cent. costs for the one item of teachers' wages \$225,000, or about 12 per cent. of the whole cost of running the schools of the state. The average number of pupils is twenty-three to a teacher; in the grammar and primary schools the average is from 40 to 60.

At Omaha the questions of state uniformity and publication of text-books were advocated by one superintendent, but strongly opposed by most of those present.

Union college will have a summer school at Saratoga Springs, July 6 to August 14.

One-seventh of the population of Boston is in the public schools.

In Paterson, N. J., the committee on buildings advocated the erection of a new \$100,000 high school. Estimating that in five years the number of high school pupils would be 1,100. As about 100 pupils are waiting for seats in the elementary schools, it is proposed that a new building be erected this year for School No. 3 and that an addition be made to No. 10.

BOSTON.—The legislature is considering the formation of a teachers' retirement fund. Mr. C. W. Hill, Bartlett school, and Mr. Putnam, Franklin school, formed it. Miss Foster, Girls' high school, opposed. She was against pensions. She "thought the standard of school teachers was lower in Boston to-day than in previous years, and further, that it was constantly decreasing. She thought that the class of women who were going into school teaching now were not equal intellectually to the class which went into school work twenty years ago." (Is it not wonderful how much better things were years ago?)

A very interesting article appears in the *Churchman* for May 2 entitled "Gerty's Arbor Day," from the pen of Alice M. Kellogg, who has been a constant contributor to the pages of the SCHOOL JOURNAL for over ten years. She contributes to *St. Nicholas*, *Youth's Companion*, *The Outlook*, and other papers.

ORANGE, MASS.—Miss Lizzie A. Mason is superintendent; salary \$500. During the past year she has made 724 visits to schools; forty teachers' meetings have been held.

Military Drill.

The Brockton, Mass., *Times* says:

"There is something the military training gives that the young man cannot acquire otherwise. Whoever saw the annual parade of the Boston school regiment but admired the military tread and manly bearing of these bright young fellows. It gives them a knowledge of military matters that is bound to be of use to them when they grow to manhood, and should any of them at some future time decide to enter the volunteer militia their past experience as boy soldiers cannot help but be of service to them."

A high authority says:

He believed in it heartily, but he did not believe that it was the only thing to be taught in the public schools. He believed in it as he believed in rowing, in horseback riding, in baseball, in fencing, and in dancing. Not for the exercise only, but because all these things were good attainments, valuable accomplishments. With proper officers and the right kind of discipline the school regiments should continue to be in the future as they have been in the past, a most admirable training school for our young men. It will help to make them better citizens when they grow older, and fit them to succeed better in the great battle of life in the years to come."

A Prominent Railroad Man.

In the different departments of the railroads of the country are engaged many of the brightest business men in the world. It requires ability of a rare quality to conduct successfully the busi-



GEORGE H. DANIELS.

ness of a great department of a great railroad. Think of the vast extent of the passenger business of the New York Central & Hudson River Railroad, now in charge of Mr. George H. Daniels!

He has attained this high position through merit, in a business in which the competition for places is exceedingly sharp.

Mr. Daniels was born about fifty years ago in the town of Hampshire, Ill., near Chicago and was educated in the public schools of Illinois. His first railroad employment was on the Northern Missouri Pacific. From 1872 to 1880 he was general passenger agent of the Chicago & Pacific, and from 1880 to 1882 he performed the duties of a like position for the Wabash. He was commissioner of the Colorado Trunk Line Association for several years, and later vice-chairman of the Central Traffic Association. Five and a half years ago the New York Central and Hudson River Railroad sought his services and he became general passenger agent of that great corporation. The growth and improvement of the service and the confidence of the directory he enjoys, show the wisdom of the choice. Mr. Daniels is warmly esteemed by the twenty-seven assistants in his general offices.

New York city is the home of Mr. Daniels and his family. He is very popular socially, being a member of the Lotos and Quaint clubs, a thirty second degree Mason, a member of the Ancient Order of United Workmen and of the Grand Army of the Republic; also of the Lakeside Park Club, of Lake Geneva, Wis.

Announcement of Association Meetings.

Western Colorado Teachers' Association at Salida in May. J. P. Jackson, Leadville, President. J. S. Kilgore, Salida, Sec'y.

May 15.—Eastern Connecticut Teachers' Association at New London.

May 15.—New England Association of School Superintendents at Boston, Mass.

June 18.—Utah State Teachers' Association at Salt Lake City.

June 23.—Texas State Association of Colored Teachers at Corsicana. W. H. Broyles, Hearne, president.

June 23-25.—Thirty-fourth annual meeting of the Missouri State Teachers' Association at Perle Springs. President, J. M. White, Carthage; Sec'y, E. D. Luckey, Elleardville School, St. Louis.

June 23-25.—Twenty-ninth session of Arkansas State Teachers' Association at Arkadelphia. T. A. Futrell, Marianna, Pres.; J. J. Doyne, Lonoke, Sec'y.

June 24-26.—Thirty-fourth annual meeting of the University Convocation of the State of New York, Albany, N. Y. Supt. Leigh R. Hunt, Corning, N. Y., Chairman.

June 30, July 1, 2.—Alabama Educational Association at Talladega.

July 1, 2, 3.—Fifty-first annual meeting of the New York State Teachers' Association at Rochester. President, J. M. Milne, Oneonta.

July 6, 7, 8.—Conference of Expression at Boston. Address Miss Helen M. Cole, 458 Boylston St., Boston, Mass.

July 7-10.—National Educational Association at Buffalo, N. Y. President, Supt. N. C. Dougherty, Peoria, Ill., Secretary, Irwin Shepard, Winona, Minn.

July 7, 8, 9, 10.—Music Teachers' National Association at Denver, Colo.

July 9, 10, 11, 12.—American Institute of Instruction at Bethlehem, N. H.

Oct. 14, 15, 16.—Fourteenth annual meeting of the State Council of Superintendents at Utica.

December.—Holiday Conference of the Associated Academic Principals at Syracuse.

December.—Fourth annual meeting of the Association of Grammar School Principals, at Syracuse.

New Jersey State Teachers' Association at Trenton, in December. S. E. Manness, Camden, Pres.; J. H. Hulsart, Dover, Sec'y.

Chattanooga, Tenn., and Return. \$16.50.

The Southern Railway, Piedmont Air Line, will sell excursion ticket Washington to Chattanooga at \$16.50, on May 5 to 8; good to return within fifteen days from date of sale. For further information call on or address General Eastern Office, 271 Broadway, New York city.

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THE HEART OF OAK BOOKS.

Classic English literature for school and home. Six Books. Edited by Professor CHARLES ELIOT NORTON of Harvard University.

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Hygienically and pedagogically correct. Six Books. By A. F. NEWLANDS and R. K. Row.

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Contain only the Essentials. Every page is of permanent worth. Endorsed without reserve by the highest authorities.

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A Text-book on Civics and Economics. No other school book so successfully cultivates the virtues of good citizenship.

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Can be successfully taught by the grade teachers. Received award at the Columbian Exposition. A complete series for all grades.

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Slanting copies. The only course that consistently combines movement and form. Ten Books.

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New Books.

If any man is competent to write on the German common-school system that man is certainly Dr. Levi Seeley. He has made a personal inspection of schools of different kinds in all parts of the empire and has been widely known for years as a writer for periodicals on topics connected with the German schools. His observations and investigations are summed up in a volume recently published bearing the title of *The Common School System of Germany and its Lessons to America*. The object of this book is twofold; first, to give an accurate picture of the German school system, especially that of Prussia, which was foremost in establishing a school system thorough in all subjects; and, second, to draw lessons from the same which can be applied to American schools and for the improvement of her school systems. The German system is an outgrowth of the peculiar needs of that country; to transplant it entire to any other country would be unwise. There are many points about it, however, that can be copied. Dr. Seeley's suggestions in regard to adoption of features of German schools will meet with wide and thoughtful attention. (E. L. Kellogg & Co., New York and Chicago. \$1.50.)

James Howard Gore, Ph. D., of the Columbian university, has edited with introduction and notes three lectures in German delivered by Emil Du Bois-Reymond, professor of physiology at the University of Berlin and perpetual secretary of the Berlin Academy of Sciences. The titles are: "Tierische Bewegung," "Grenzen des Naturerkennens," "Die Sieben Welträtsel." (Ginn & Co.) It is difficult reading for those not thoroughly prepared in German, but of great profit for students in science. The subjects are treated in a delightful style, differing advantageously from that of most German professors when they deliver their lectures on scientific matters.

J. SULZBACHÉ.

A Report on Governmental Maps for use in Schools, prepared by a committee of the conference on geography held in Chicago, Ill., December, 1892, is issued by Henry Holt & Co., New York. This book gives an account of the conference on geography, held in Chicago, December, 28, 29, and 30, 1892, at the request of the "Committee of Ten," of the National Educational Association. They prepared a list of topographical maps published by the various governmental bureaus, illustrating the physical features of this country. These maps are for the use of school superintend-

ents and teachers, in teaching geography in the schools. For example, among the topographical sheets selected from those prepared by the Geological Survey, there are illustrations of plains, plateaus, volcanoes, mountains of various patterns, valleys, shore lines, and so on. Charts published by the Coast Survey represent the fjords of Maine, the sand bars of the Carolina coast, the delta of the Mississippi, and other localities. Following the name of each map is a brief text, explanatory of the features there exhibited. The islands fringing the coast of Maine are explained as submerged hills, the drift hills of southern Wisconsin are instanced as examples of glacial topography; and so on. "It is believed that the specific illustration thus afforded of many geographical forms will prove serviceable in giving reality and clearness of understanding to the physical features characteristic of different parts of our country." This little book gives the report of the committee, a description of the maps, and where they can be obtained. It is believed by the committee that these maps might be introduced in the grammar schools, as illustrations of the more elementary lessons in geography. The greater part of the book is composed of notes concerning the geographical features of certain localities. The last few pages give an account of the maps furnished by the Mississippi river commission, the Missouri river commission, the survey of the northern and northwestern lakes, state topographical surveys, the United States weather bureau, and the United States hydrographic office. Such maps will doubtless prove of the greatest value to teachers.

MARY PROCTOR.

For practical help and suggestions, we have seen nothing better for the working teacher than *School Recreations and Amusements*, by Charles W. Mann, A. M., dean of the Chicago academy. In looking over the volume one is surprised at the amount and variety of material it contains that may be used in the schoolroom, or that will help to make school life more pleasant and profitable. The book is based upon two ideas. First, that the surroundings and the various elements of school life should accord as closely as possible with the needs of the unfolding nature and the growing abilities of the child, and that they should be a source of constant and increasing pleasure to the pupil. Second, that school life is a period in which the training of youths should possess harmony, unity, and completeness, including not only instruction in books, but much of nature, of social life, and of physical culture. Under morning exercises are given a great variety of selections from the Bible, poems founded on Bible stories,

The German Common School and its Lessons to America.

By Dr. Levi Seeley.

Every American teacher is interested in the German schools, and every patriot is eager to know what we can adopt from them to our advantage. Dr. Seeley's book is the first in English to give a complete picture of the German School System, and to show how we may profit by their experience.

POINTS OF EXCELLENCE IN THE BOOK:

1. It gives a brief history of the German schools.
2. It shows how they are organized, inspected, supported, managed, and taught.
3. It takes the reader into the school-room and furnishes a complete picture of it, giving details of the building, school-hours, program, course of study, methods, discipline, etc.
4. It describes the method by which practically perfect attendance is obtained.
5. It shows how teachers are trained, giving the course of study of the normal schools.
6. It shows the details of the system and the duties of school officers from the highest to the lowest.
7. It gives complete statistics of teachers' salaries, pensions, permanence of teachers in office, school expenses, compulsory attendance, etc., etc.
8. It is the only book in English that attempts to show what America can learn and apply from the German school system.
9. In a word, it gives the best pictures of the German schools that exist either in English or German, and it occupies a field that no one has heretofore entered.

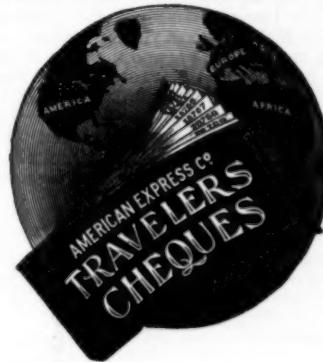
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The Paradise of Childhood is the expressive title of a book that has been a precious boon to thousands of teachers. A quarter century edition of this volume by Edward Wiebé, edited by Milton Bradley, and including a life of Friedrich Froebel, by Henry W. Blake, A. M., has just been issued. All who have charge of the training of the young, whether parents or teachers, cannot too thoroughly study the life of this great educational reformer and the system that grew out of his work. The present edition has been prepared with great care. Mr. Wiebé's original text has been printed, with a paper on "Kindergarten Culture" as an introduction, with numerous illustrations through the body of the work, and such notes added as the editor deemed the kindergarten knowledge of to-day would naturally approve. These notes include some suggestions regarding the use of color in the kindergarten, a matter to which the editor has given much special study, and a brief paper at the end of the book about the games. As a proper prelude to the study of the kindergarten system a life of Froebel has been made a part of this book, with a concluding chapter about the movement since his death. This life is illustrated with pictures taken in Germany for that purpose and also a map of the section where Froebel lived and labored. Earnest students of Froebel and the kindergarten should not be without a book that contains so much helpful material. It is a large, nearly square volume of 274 pages, is substantially bound in cloth, and has an appropriate and artistic cover design. (Milton Bradley Co., Springfield, Mass.)

The sectarian disputes that caused the banishment of the Bible from the public schools has produced widespread regret. While it is true that an indiscriminate reading of the scriptures is the cause of much contention, there are certain portions of the narrative upon which all can agree. The Chicago Woman's Educational Union has appeared to solve the difficulty by having the selections made passed upon by a committee composed of members of the Jewish, Roman Catholic, and Protestant bodies. A vast number of churchmen, educators, and others have signified their approval. The book is a small one, but is filled with gems from the Old and New Testaments. (Scott, Foresman & Co., Chicago. To schools, 25 cents : mailing price, 30 cents.)

Among the great historians of modern times is William H. Prescott. His life furnishes an admirable example of industry and perseverance under adverse circumstances. In youth Mr. Prescott lost the sight of one eye and the sight of the other was much impaired later in life. Notwithstanding this great misfortune, especially for a literary man, he completed several voluminous histories, the best known of which is probably the *Conquest of Mexico*. It is noted for its flowing and fascinating style.

A condensed edition of this great work has been published as Nos. 154-165-166 of Maynard's English classic series. (Maynard, Merrill & Co., New York.)

There has been a great advance in the teaching of grammar in the past few years, and there will undoubtedly still be improvement; hence, although there are many grammars, there is still call for others. The aim should be to more perfectly unite theory and practice, so that the pupil will not vote the subject, as is so often done, as dry. Prof. W. M. Baskerville, of the University of Nashville, and J. W. Sewell, of the Fogg high school of that city, have prepared *An English Grammar* for the use of high school, academy, and college classes. Their leading object has been to make it both as scholarly and as practical as possible; to present grammatical facts as simply and lead the student to assimilate them as thoroughly as possible, and at the same time do away with confusing difficulties as far as may be. To attain these ends it is necessary to keep ever in the foreground the basis of grammar; that is, good literature. Abundant quotations from standard authors are therefore given, and it is suggested that in preparing written exercises the student use English classics instead of "making up" sentences. In addition to recording and classifying the facts of language the authors have endeavored to attain two other objects—to cultivate mental skill and power, and to induce the student to prosecute further studies in this field. (American Book Co., New York. 90 cents.)

Most people know of Daniel Defoe through that marvelously realistic story *Robinson Crusoe*, yet that was not the only work of merit he ever wrote. His *History of the Plague in London* has held its place in literature for nearly two hundred years; in spite of its verbosity and other faults of style, it remains the most graphic and thrilling account of that terrible period that has been left to us. This noted production has been included in Longmans' English Classic series for supplementary reading, edited with notes and an introduction by George Rice Carpenter, of Columbia college. (Longmans, Green & Co., New York.)

If there is any poem produced in the past hundred years that shows transcendent genius it is *The Rime of the Ancient Mariner*, by Samuel Taylor Coleridge. Lowell says of it that it is "not only unparalleled, but unapproached in its kind and that kind of the rarest. It is marvelous in its mastery." The poem has been published in the Eclectic English Classics series with an excellent introduction and numerous footnotes. (American Book Co., New York. 20 cents.)

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New Books.

A vivid picture of the Latin Quarter of Paris is embodied in the story by John W. Harding entitled *An Art Failure*. It tells of a young American artist who, cut off from his inheritance by his father, struggles for recognition in this wicked, gay, and artistic city. He fails, almost starves to death, and is saved from suicide by the friendly interposition of a woman. The writer depicts his scenes and characters with a firm hand. The graphic style and the many appropriate and striking illustrations by William Hofacker make the book a very attractive one. (F. Tennyson Neely, New York.)

Knowledge and Culture, by Henry Watson, is a small volume, the aim of which is to point out, briefly, yet comprehensively, the nature and extent of human knowledge; the order, connection, and unity of its parts; its influence in producing a mental culture, individual and general, as large and varied as itself; the nature of this culture as corresponding to knowledge, etc. Part I. treats of knowledge and culture and the best means of their attainment under the heads of knowledge, culture, education, books, reading, and writing; Part II. of divisions of knowledge as sources of culture under art, literature, history, philosophy, science, and religion. The book gives an admirable outline of the field of knowledge, and will serve as an excellent guide to those who wish to direct their reading and study into the most profitable channel. (A. C. McClurg & Co., Chicago. 75 cents.)

For many years total abstainers have been fighting the drinking habit with vastly more zeal than knowledge, and therefore they have failed grievously in many instances. It is gratifying, therefore, to get hold of a book that treats the evil from a strictly scientific standpoint. In *The Non-Hereditability of Inebriety* Leslie E. Keeley, M.D., LL.D., considers alcohol as a poison and what is known as alcoholism as a disease. The author traces the physical and mental effects on children and adults and its evil influence on society. No one could be more emphatic in showing up the deleterious results of drink, yet it is admitted in small quantities it acts as a food. On the whole, however, the book is a strong argument for abstinence. A very useful part of the book is that that treats of the cure of inebriety. (S. E. Greggs & Co., Chicago. For sale by the Baker & Taylor Co., New York. \$1.50.)

We cannot repress a sigh when we reflect how much labor and money it cost C. W. Larison, M. D., to put his *Reminiscences of Scul Lif* in type, and how few there are who will ever have the patience to wade through them. The words are supposed to be spelled phonetically (though we think there are numerous cases where the author is in error) and therefore some of the old letters were modified in form to represent various sounds. The numerous changes in the spelling and in the letters make the pages appear entirely different from the ordinary printed book. On a casual glance one might take it for a volume of Anglo-Saxon or Bohemian. While we think that the spelling of many classes of English words might be simplified and a great gain be effected, we believe that such radical changes are neither practicable nor desirable. The reformers must introduce their modified spelling gradually, and even then they will have to combat settled usage at every step. (C. W. Larison, publisher, Rengoz (Ringoes), N. J.)

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Literary Notes.

Maynard, Merrill, & Co. have in press for immediate publication a *History of the Army of the United States*, edited for the Military Service Institution by Gen. Theo. F. Rodenbough and Maj. William L. Hasquin, U. S. A. The volume will contain historical sketches of each staff corps, department, and regiment from the date of its formation to the present day. These historical sketches have been prepared in almost every case by officers connected with the organizations of which they write. An interesting feature of the work will be a series of autotype portraits of all the generals-in-chief of the army from 1789 to 1895.

A peculiar signification attends the article "Men Who Might Have Been Presidents," by Joseph M. Rogers, in the May *North American Review*. The author, who is a close student of American history, presents some most surprising facts in connection with past presidential elections, and looks upon the forthcoming contest for the presidency as destined to be one of unusual interest and uncertainty.

McClure's Magazine for May has an article by the eminent surgeon, Dr. W. W. Keen, indicating the uses already possible, as well as those likely to become possible soon, of the Röntgen rays in the study and cure of human deformities, injuries, and diseases. The article will be fully illustrated from photographs taken by the new process.

Cooper's *Last of the Mohicans* will soon be issued in the Riverside Literature series in four parts as numbers 95-98. Each part, paper covers, 15 cents. The four parts also bound together in one volume, linen covers, 60 cents.

The Critic of May 2 reproduces MacMonnies' statue of Shakespeare, apropos of an account of the birthday celebration at Stratford on April 23. There are several other illustrations, and a review of Harold Frederic's new novel, "The Damnation of Theron Ware," which appears to have made a great hit in England.

The Harpers' beautiful new library edition of Thomas Hardy's novels has reached the tenth volume, the last issue being *The Trumpet Major*.

The Chase of the Meteor, a very interesting book for boys, written by Edwin Sasser Bynner, and first published by Little, Brown & Co., will hereafter be published by Houghton, Mifflin & Co., who will shortly bring out a new edition.

The catalogue of Silver, Burdett & Co., a book of sixty eight pages, contains full descriptions of their many excellent textbooks and supplementary books, together with portraits of authors, most of whom have national reputations.

A History of the Warfare of Science with Theology in Christendom is the full title of the important work by the Hon. Andrew D. White, which is published by D. Appleton & Co. In this book the author "simply tries to let the light of historical truth into that decaying mass of outworn thought which attaches the modern world to medieval conceptions of Christianity, and which still lingers among us—a most serious barrier to religion and morals, and a menace to the whole normal evolution of society. . . . My belief is that in the field left to them—their proper field—the clergy will more and more, as they cease to struggle against scientific methods and conclusions, do work even nobler and more beautiful than anything they have heretofore done."

It is a curious fact that the critics in reviewing *The Crime of the Century*—Dr. Ottolengui's latest book (Putnam)—refer to the author as Signor Ottolengui, and express surprise that a foreigner should show such intimate knowledge of New York life. It is probable that because the theme of the book is penology that the critics have confounded the name of the author with Dr. Ottolenghi, the Italian, who has aided Lombroso in his work. Not only, however, is Dr. Ottolengui an American, having been born in Charleston, S. C., but it is interesting to note that "The Crime of the Century" was written before he had read either Lombroso or Nordau, whose views he is credited with having introduced into fiction.

The Rev. W. A. P. Martin, D. D., LL.D., author of the forthcoming *A Cycle of Cathay* (Revell's) was for over a quarter of a century the president of the "Tung-wen Kwan," (College of Foreign Knowledge), a Chinese government institution at Peking. During his incumbency of this position, and previously as an attaché of the United States legislation, he was able to observe the march of events from a view-point at the command of no other Westerner. His comments on recent history in the Far East are those of an insider, who himself exerted not a little influence upon its course.

A collection of about eighty songs with bright, sparkling melodies, arranged with piano accompaniments by Miss Alice M. Judge, is to be published soon by D. C. Heath & Co., Boston, under the title of *Supplementary Third Music Reader*. As the selections are the same as those in Whiting's Third Music Reader, with the accompaniments added, the book may be used as song-reader in the lower grammar grades, or where music has not been thoroughly taught in the grades above.

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Arthur Lefevre, of the University of Texas, has made a valuable contribution to the resources of teachers of mathematics. His monograph upon *Number and its Algebra* is an exposition of number as actually conceived and used in mathematics, in form comprehensible by those not already thoroughly versed in the science. The publishers are D. C. Heath & Co., Boston.

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The old saw that "familiarity breeds contempt" will not prove true in the case of the American flag if teachers do their duty in teaching affection and reverence for our national banner. Let the child see the stars and stripes floating from the schoolhouse when he goes to school first and when he leaves it for the last time; let him be made acquainted with its origin and history, with the sacrifices made to build up and preserve the government whose symbol it is. By all means have a good flag on the school-house—one of these XXX bunting ones made by the Consolidated Firework Co., which will be found fully described in their catalogue.

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Of course every good teacher is ambitious; if he were not, he would not be a good teacher. The person in any profession that is content to make no progress does not amount to much; and progress in teaching ability ought to bring a steady progress upward in salary. Some teachers are too modest to set forth their own claims justly. If such do not "want to blow their own horn," let them apply to a good agency; it will quickly ascertain their standing in the profession and promotion will follow. Apply, for instance, to such a widely known agency as the Teachers' Co-operative Association, 101 Auditorium building, Chicago.

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Old Time has once more made a revolution of his wheel and we are again nearing commencement. Teachers, if you are going to give diplomas give pretty and artistic ones, not the common ones so often given. Those of the Ames & Rollinson Co., New York, are chaste, artistic, and correct. When writing tell how many you want and for what kind of school.

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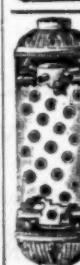
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